

# Instructing without Lecturing: The 8-Second Video Essay and Teaching Multimedia Production

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# Background

- Library Media Services founded in 1972 as the Nonprint Media Services Library
- LMS library instruction traditionally focused on finding and using media **collections**
- Final Cut Pro and Adobe Creative Suite installed on LMS computers in 2011
- Lealin hired as student assistant in Winter, 2012; hired as Post-Production Specialist in Spring, 2013
- Andy hired as Media Resources Librarian in Summer, 2013

# Creating Museums of the Immigrant Experience

- Two 3 credit classes for advanced anthropology students taught in Fall, 2012 and Spring, 2013
- Instruction and lab work primarily occurred in Library Media Services
- Class produced video content for interactive web sites belonging to the Smithsonian Institution and a travelling exhibit.
- External hard drives kept on reserve at LMS main service desk
- Lealin recruited to provide production and post-production instruction and support

# Parallel Streams

“The immediate takeaway from working with *Creating Museums of the Immigrant Experience* is a vision of a new media center, a place of creation and discovery, exhibition, professional practice, multi-disciplinary collaboration, and innovation -- a site that integrates resources and serves diverse communities.”

--Jackson, C. *Parallel streams: Collaboration-driven support for “Creating Museums of the Immigrant Experience.”* CCUMC, Oak Brook, Illinois. October 11, 2013.



# HHUM 106 – Cinema and Globalization

- “How can films help us think about the emerging geopolitical realities and trans-national structures; the technological transformation of our experience of time, space, and movement; or the instability and hybridity of our cultural and individual modes of existence?”
- Professor known for being interested in, but also skeptical about, “digital humanities” tools—this class was definitely an experiment
- Library instruction included both “traditional” (research assistance) and “new” (video production support) components

# Pecha Kucha

- Japanese for “chit chat”
- 20 slides with each timed to display for 20 seconds: results in a presentation exactly 6:40 long
- “Pecha Kucha [...] forces an instructor to focus on the most relevant information during the strictly timed presentation. Limiting direct instruction time this technique allows additional class time for applied activities that support additional learning styles.”

--Klentzin, J.C. et al. (2010) Pecha kucha: using "lightning talk" in university instruction. *Reference Services Review*, 38 (1).

# HHUM 106 – Paper Activity

1 2 3 4 5 6 7 8 9 10

2 4 6 8 10

# HHUM 106 – Paper Activity

Future

1 2 3 4 5 6 7 8 9 10

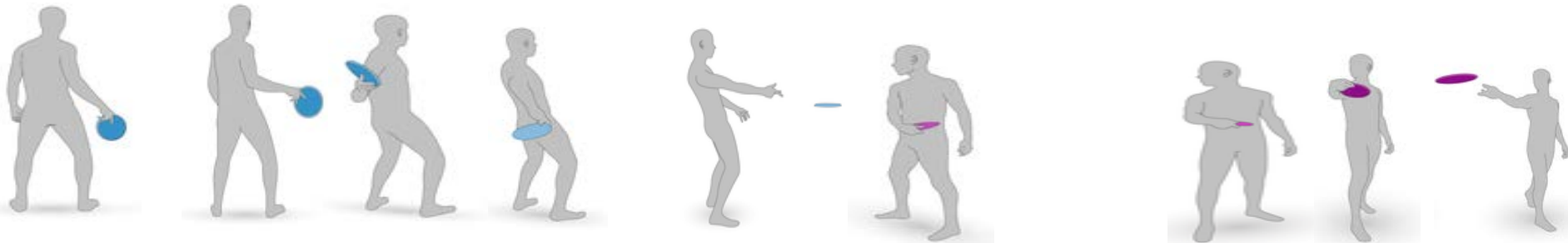
2

4

6

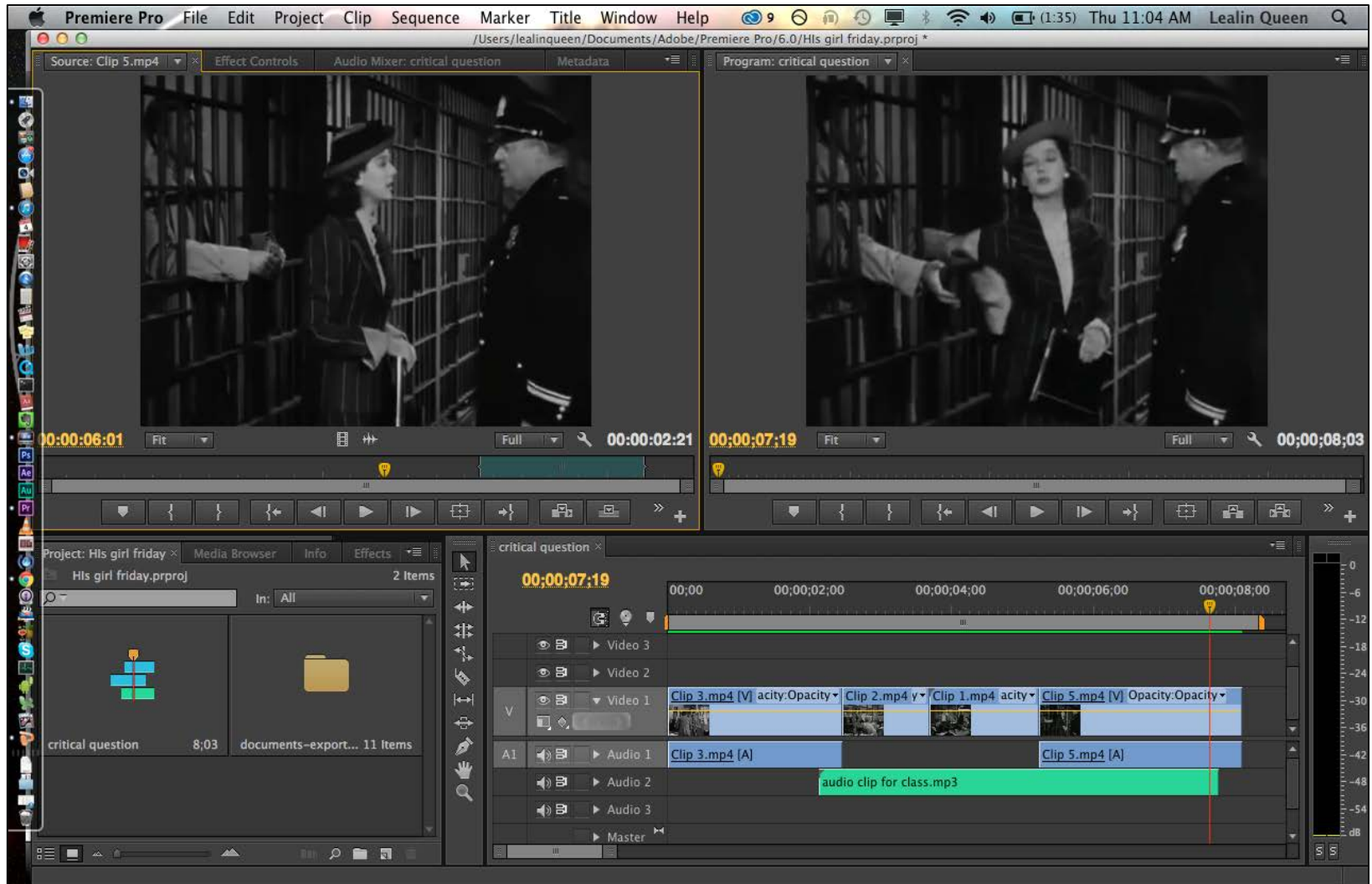
8

10





# 8-Second Video Essay





# ACRL Visual Literacy

## Competency Standards for Higher Education

“A visually literate individual is both a **critical consumer** of visual media and a **competent contributor** to a body of shared knowledge and culture.”

--<http://www.ala.org/acrl/standards/visualliteracy>



# In-Class Exercise Rubric

**Standard Five: The visually literate student uses images and visual media effectively**

	1	2	3
<b>51b. Students select appropriate film clips aligned with the exercise's critical statement</b>	Selected clips support the critical statement only somewhat or not at all	Selected clips moderately support the critical statement	Selected clips strongly support the critical statement
<b>52c. Students edit images as appropriate</b>	Clips show little sign of editing	Clips edited for length	Clips are edited to increase their critical potential
<b>53a. Students experiment with different ways of integrating film clips into their 8-second video essays</b>	Video essay mostly adheres to techniques demonstrated by the instructor	Video essay shows some signs of experimentation with new techniques	Video essay shows signs of considerable experimentation with new techniques

# HHUM 106 – Session #3

- Not originally planned: students requested an extra troubleshooting session
- Questions about:
  - Copyright and fair use, especially in regards to music
  - DVD ripping
  - Advanced video effect capabilities in Adobe Premiere (scaling, rotation, opacity, superimposition, etc.)
- Led to additional appointments for one-on-one consultations



Video by Joe Sczybor - Used with permission

# HHUM 106 – Final Projects

Standard	Learning Outcomes Evident in Final Project
<b>One: The visually literate student determines the nature and extent of the visual materials needed.</b>	2e. Recognizes that existing images can be modified or repurposed to produce new visual content
<b>Two: The visually literate student finds and accesses needed images and visual media effectively and efficiently.</b>	3a. Retrieves or reproduces the needed image using appropriate technologies or systems
<b>Three: The visually literate student interprets and analyzes the meanings of images and visual media.</b>	4c. Informs analysis with discipline-specific perspectives and approaches
<b>Four: The visually literate student evaluates images and their sources.</b>	
<b>Five: The visually literate student uses images and visual media effectively.</b>	1b. Selects appropriate images and visual media aligned with a project's purpose 2c. Edits images as appropriate for quality, layout, and display
<b>Six: The visually literate student designs and creates meaningful images and visual media.</b>	2c. Uses creativity to incorporate existing image content into new visual products
<b>Seven: The visually literate student understands many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and accesses and uses visual materials ethically.</b>	3a. Gives attribution to image creators in citations and credit statements to acknowledge authorship and author rights 3b. Includes source information in citations and credit statements so visual materials can be reliably found and accessed by other scholars and researchers 3c. Cites visual materials using an appropriate documentation style

# HHUM 106 – What Worked

- Assessable objects
- Working in groups
- Everyone left happy! No one felt stupid!
- Professor recommended us to the rest of the faculty in his department

# HHUM 106 – Lessons Learned

- Will this work with less advanced classes?
- Scalability concerns re: one-on-one consultations
- Mid-semester changes in DVD ripping technology + transition to Adobe Creative Cloud = don't focus on concepts/techniques, not individual tools
- At the end of the day, it's all still about storytelling!

# Adobe Premiere Boot Camp

**Session I (12-2pm)** - You will be shown a fully finished promotional video for the Libraries made by Lealin, Yitzy, and Aaron Ginoza. Lealin will then go step by step on how it was made, from opening Premiere and starting the project to exporting the end product and everything in between (be sure to take notes!). You will then be provided with all of the material used to make the promotional video and will have the rest of the session to recreate the promotional video on your own (with Yitzy and Lealin available for assistance).

**Session II (2-4pm)** - In this session people with their own video projects can come and have a place to work on it with like-minded individuals as well as seek assistance from Lealin and Yitzy. Those that attended the first session can also stay and continue to work on their project from Session I with assistance.



# Current Classes

- UNIV 100 – The Student in the University
  - Required course for all freshmen
  - Working with two sections as part of a larger collaboration between UNIV 100 and the Libraries
  - All students will create a 30-second video either documenting their experience as a freshman at UMD or talking about a student group they're thinking about joining
- ENGL 293 – Writing in the Wireless World
  - Will provide a Library Day instruction session at Library Media Services
  - Students working on three assignments: a podcast, a photo essay, and a video public service announcement
- FILM 362 -Vision, Visuality, and the Gaze in Cinema
  - Updated version of what we did with HHUM 106

# What's Next: Multimedia Production **Digital Badge**

- Part of a larger effort by the Libraries to expand beyond traditional “one-shot” library instruction
- Starting to incorporate Lynda.com into our instruction activities
- From individual class sessions → a media literacy curriculum

# What's Next: Media Commons Task Force Recommendations

- Develop campus-wide multimedia technology competencies for students + faculty
- Create new instruction spaces in Library Media Services



Questions?

# Contact

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